



WORKSHOP SUPPLEMENTARY HANDBOOK

by:

November Learning

Expanding the Boundaries of Learning

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Introduction

We live in exciting times and have access to powerful new tools that can potentially develop critical thinking skills and personal connections around the world. As educators, the challenge we face is to design more rigorous and motivating assignments that take advantage of this potential to enhance the way we teach and students learn.

At November Learning, we believe that new roads in education need to be explored, and your journey begins by addressing four essential areas.

- Creating students who are information literate
- Creating students who are motivated to learn 24/7
- Providing students with reasons and opportunities to connect globally
- Encouraging students to work with creativity and passion by utilizing their strengths and interests.

The purpose of this workbook is to supplement sessions provided by November Learning. It has been designed to give you ideas, resources and examples that you and other educators within your school can take with you as you move forward with your school's goals.

We hope that this workbook becomes an essential tool for all stakeholders within your school. As always, if you have any questions or comments, we encourage you to contact us through our website at <http://www.novemberlearning.com>.

Beginning Assessment

On the following page, you will find an Observations Checklist for Schools along with a rubric to help determine your institution's current level of effectiveness in each area. It would be wise to put together an evaluation team to look critically at this checklist before your workshop with November Learning. Doing so will raise questions and bring about ideas that we can discuss during your sessions.

Following your sessions, and after working through the tasks included in this workbook, we encourage you to revisit this checklist to track progress in each area.

Observations Checklist for Schools

It seems as if there is an onslaught of new tools coming to us via the Internet on a daily basis. What does this mean for school leaders who are striving to develop an educationally sound program? Here, we will cut through the hype and focus on essential questions. The list of questions below can help you look critically at your school's program and begin measuring its effectiveness in teaching skills to today's teachers and students that will outlast tomorrow's changes in technology.

Are you watching the differences between what boys and girls as well as students of different socio-economic statuses are doing with technology? When online, boys and girls as well as students of different socio-economic statuses tend to take part in varying types of activities. For example, students who come from homes that can't afford to have technology tend to use computers on a more superficial level than do students who have a computer at home. While this seems natural, are teachers making it a point to create balance in the lives and skills of their students? It's not enough to just give access. Through appropriate groupings and assigned roles, teachers can assist in broadening skill sets while still utilizing individual strengths.

How are students being grouped? Are groupings heterogeneous and of multiple ability levels? As you watch students work, you should see a good mixture in the types of groupings being used. There is a place and time for individual work as well as small and large group work. While group work is going on, what percentage of students do you see on task? If you see students not engaged, question it. There is a reason. Are we tapping into their strengths and learning differences?

Are students always relying on the same search engines? Are they cross-referencing with other sources? Just as we don't allow students to pull all of their information from one book, we also should not allow them to pull information from only one site. Doing so is doing a great disservice to the students. Are students being taught to look critically at the information they are pulling in as a result of their searches? Are they using appropriate search and information evaluation techniques?

Are students using primary sources of information? Getting second hand information from a third hand source is easy, but learning directly from someone who is involved in your area of study is a recipe for success. Are teachers teaching students to find leaders within the community and globally as well as resources that provide primary sources of information? The result will be a much richer learning experience.

Is there clear alignment of technology with curriculum or is it being used just for the sake of using it? Often, we see classes learning new programs that have no foundation within the curriculum. Without this foundation, technology is meaningless. As implied in the introduction, what is here today in the world of technology will be gone tomorrow. But the ability to leverage tools and resources in a meaningful and productive way will help us go the distance in preparing our youngsters to become community leaders tomorrow. For example, don't teach blogs and wikis. Teach writing, and use these tools as part of the process of giving students an authentic, global audience.

Is technology being used as a \$2000 pencil? Pencils are cheap, but technology is not. If all you are going to use technology for is to replace a pencil, don't bother. Put the school's money elsewhere. Effective uses of technology allows teachers and students to do things that would have been nearly impossible to do just five years ago. We can easily make connections with people and resources around the world that will positively impact our students.

Are students and teachers making global connections, or are they staying within the school walls? Teachers have the tools at their fingertips to make connections with others in the world beyond the four walls of the school building. Are they taking advantage of these connections with students? Blogging brings a global audience to the classroom and can open up regular dialogue with others. RSS can allow students to hear points of view, other than their own, based on their interests or areas of study. Technologies such as Skype, allow us all to talk to anyone in the world for free as simply as picking up a telephone.

Is content being developed, or only consumed? Within just the past few years, there has been a huge movement online to develop an arsenal of tools that allow students to become content producers. Are teachers utilizing these tools? At home, students are fully engaged in the creation of movies, podcasts and photo albums for a variety of purposes. At school, many are having these experiences stripped from them as they walk in each morning. Having students produce content, and putting that content up for a global audience to review and critique creates excitement in the classroom as well as a sense of pride and ownership within each student.

Is there an eye toward assessment? In many states summative measuring tools such as standardized testing are required, but balance can be achieved by infusing formative assessment tools into the mix. There are a variety of these tools that can be mentioned here. Student blogs and online portfolios are both great ways of following student progress. They can be used for self reflection and immediate real time feedback from the teacher and others in the global community. Simply put, we must think beyond the test.

Is curriculum becoming more rigorous and demanding, or are we just adding another layer to do the same things? As educators, many of us have a bad habit of teaching toward a test. Because of this, curriculum seems to be glanced over at a very superficial level. Are we seeing these new generation tools being used to enrich and deepen understanding? If we are doing the many things listed above, chances are, your school is headed in the right direction.

Is effective planning in place to develop leadership? Are all leaders within the community working together to create a strong, focused vision, and is this vision aligned with the critical needs of the school? Technology is not a vision—learning is. What does your staff development plan look like? Are learning resources being moved online? Are teachers being introduced to Socratic teaching methods based around questioning students and having them work with local and global counterparts to find answers? Doing so truly brings everything together for the benefit of developing leadership within a school staff and within students.

Observations Checklist Rubric

Observation	Level 1	Level 2	Level 3	Level 4
Are you watching the differences between what boys and girls as well as students of different socio-economic statuses are doing with technology?	There is a large gap in the types of work students do online. Some are much more comfortable than others.	Teachers are providing opportunities for students to learn multiple skills, but students are gravitating toward working within their comfort area. Students aren't being encouraged to broaden their knowledge.	Most students in the class are comfortable using and do use technology in various ways. However, the extreme ends of the classroom population are not being addressed. More attention needs to be paid to the low and high-level achievers.	Teachers are working to provide students with varied, balanced activities. They are encouraged to work together and seek one another out as needed. While students may have strong interests in a particular area, they have the ability to work in multiple areas.
How are students being grouped? Are groupings heterogeneous and of multiple ability levels?	Students are allowed to group themselves as they see fit. Often they stay in groups with the same friends. Some students within each group are constantly off task.	The teacher has randomly assigned students into groups. The groups have not been thought out.	Students are in well thought out groupings, but roles have not been effectively matched to each student's ability and interests.	All students are constantly on task. Group roles assigned are set to challenge each student and have been decided based on student strengths and interests.
Are students always relying on the same search engines? Are they cross-referencing with other sources?	Students are suffering from Googlitis. They only use Google, and never cross-reference or validate the information they have found. Additionally they do not practice advanced search techniques.	Students occasionally use other search engines, but still are not focusing on site reliability.	Students might be starting to cross-reference their findings and using some validation techniques, but they have not learned to implement an information validation plan.	Students use multiple search engines and techniques that provide targeted results. They validate and cross-reference sites across multiple sources to determine information accuracy.
Are students using primary sources of information?	Students are not using any primary information sources. They are only using books and/or encyclopedia articles that provide second-hand information.	Students are using primary source information provided to them by a teacher. They are not being taught how to find this information for themselves.	Students are finding and using primary resources. These resources serve as the foundation of their finished product.	In addition to printed primary information sources, students actively search out and connect with individuals who have done work in the area that they are researching.

Observation	Level 1	Level 2	Level 3	Level 4
Is there clear alignment of technology with curriculum or is it being used just for the sake of using it?	Students are learning how to use various programs in a computer class, but their uses are not being tied to the curriculum.	Teachers occasionally schedule lab time to bring students in to complete an activity built around an area of study.	A few teachers are using technology within their classroom regularly to enhance their teaching, but school-wide use is sporadic.	Technology is being infused into students' daily work across subject areas. Teachers and students are finding and using information that directly relate to classwork.
Is technology being used as a \$2000 pencil?	Technology is only being used to automate daily tasks: grade books, email, word processing, etc.	Technology is being used to bring in resources from across the Internet. Teachers may also be subscribed to newsgroups that provide teaching ideas	Students are using the Internet to obtain a variety of information not readily available from within the school. They are creating presentations that display this information.	Students are using technology to develop experiments and test theories. They are obtaining data from sources located around the globe. Their presentations reflect these higher-level tasks.
Are students and teachers making global connections, or are they staying within the school walls?	Teachers and students are not tapping into resources outside of the school.	Occasionally, the teacher brings in outside resources that were obtained from email requests or websites.	Students are brought to static websites for information gathering and occasionally email website authors for additional information.	Teachers and students are actively and frequently bringing the global community into the classroom via Skype, blogs, podcasts, etc.
Is content being developed, or only consumed?	Students are only consuming content. None of their work is being digitized and shared.	Some student work is being published on a password protected class or school website. An option for providing feedback is not available.	Students might be creating websites where they are posting major projects and work they are particularly proud of. Its use is sporadic. They are not providing a means of obtaining feedback.	Students are sharing knowledge and getting feedback through blogs, wikis, and other social software. They are creating and publishing podcasts and video. Their work is being questioned and critiqued by a global audience. Their work is possibly being remixed and built upon by others.

Observation	Level 1	Level 2	Level 3	Level 4
Is there an eye toward assessment?	Assessment is seen mostly as a test given at the end of a chapter or a paper written on a topic being covered in class.	Students are occasionally allowed to branch out from traditional forms of assessment. They may be allowed to produce products that capture their individual interests. For some, this must be done above and beyond traditional assessment.	Student may have the beginnings of an electronic portfolio in place. This portfolio may or may not be accessible to a global audience, but does demonstrate a variety of work done and knowledge gained.	Student work is constantly being assessed formatively. Feedback is coming from authentic audiences. More work is online and if constructed properly can be seen by parents, administration and the world. Students have a well-developed, searchable online presence.
Is curriculum becoming more rigorous and demanding, or are we just adding another layer to do the same things?	The goal in your class each year is to make it from one cover of the textbook to the next. Students may fall behind or become bored depending on their abilities. They are often unmotivated. Students have little control over their learning.	The teacher often brings in supplementary material to engage students that directly relate to what is being learned. If a time-crunch develops, these materials are put aside and the class moves on to the next lesson.	Student feedback and interest often guides the direction of the class. Students are encouraged and are rewarded when they dig deeper into a topic. The teacher works to match up students with others who can help develop these interests.	Control of learning is shifting to the students. They are provided with countless ways of learning and demonstrating what they have learned. Students are motivated and know what needs to be done at any given time.
Is effective planning in place to develop leadership?	No true plan is in place. The school is living in the "here and now" and acts in a reactive manner rather than a proactive one.	The school has a technology plan in place that was developed primarily by the technology staff. More focus is placed on the technology than the learning. Sometimes, the school has money to spend and items are purchased for the "coolness" factor rather than for what they can bring to the educational process.	In addition to having a technology plan, faculty development sessions are provided to help teachers become more technologically literate. These sessions may or may not be tied to curriculum.	A school-wide learning plan has been developed by a team of administrators, teachers, parents, students and community leaders. The plan looks to address students' future needs and addresses them. This plan does not guide technology use alone, but all aspects of teaching and learning as a whole.

Information Literacy

Information Literacy

You may be familiar with the story of Zack, a fourteen-year-old high school student who was researching the Holocaust on the Internet. As part of his research, Zack stumbled upon a very interesting website written by Professor Arthur Butz of Northwestern University.

On this website, Butz suggests that concentration camps were an attempt by the German government to help the Jews fight typhus carried by lice, and that the death camps were really medical clinics. He does not deny the shaving and showers, the canisters of the gas, *Zyklon*, the crematoria and death. He simply explains these details as necessary actions for the eradication of lice.

Consider Zack. He's fourteen and untrained to think critically about Web information. He is researching the Holocaust and by searching for the name of one of the chemicals used in the gas chambers, *Zyklon*, he finds a Web page of a professor. He thought he had found academic information perfect for his paper.

The Web page was simple and clear; it was written in a calm, logical tone. From a student perspective, the page was intended for experts in its field. Best of all, the source was from a professor from a premiere university. What more could a fourteen-year-old researcher ask for?

This real experience is a prime example of the way in which young minds can be manipulated if they are not educated in the necessary skills of validation and evaluation of Internet information.

How could a high school sophomore be fooled into thinking that death camps were really medical clinics?

The answer to this question lies in the ability and willingness of adults to teach students practical and usable methods for exploring the Internet, making meaning, and gaining a proper perspective on what they encounter. Teaching students to use the Internet is much more complex than simply teaching students to use a search engine.

In this section, we will introduce you to a website validation strategy we call REAL. The four step REAL strategy includes the ability to:

- **R** – Read the URL
- **E** – Examine the site's content
- **A** – Ask about the author/publisher
- **L** – Look at the links

Your ability to master these following tools and techniques and pass them along to your students is absolutely critical for their future success.

Information Literacy – Reading the URL

The first step in validating a website is to read the URL closely. Reading a URL is an exercise in decoding. (Please note that some example sites contain racist/offensive subject matter)

The goal is to make judgments about web site information based upon what the URL tells you. Here are three guiding questions that can help.

1. Do you recognize the domain name?

The domain name is found after the http:// and the www. to the first forward slash /. For example in the URL <http://www.novemberlearning.com>, novemberlearning.com is the domain name.

A domain name can sometimes provide clues about the quality of information of a site or tell you what a site is about.

2. What is the extension in the domain name?

.com and .net are examples of extensions. Extensions are an important part of domain names. You probably know quite a few already. Extensions are intended to show the type of establishment that owns and publishes the domain. Here is a list to look for:

.edu	Educational organization (most US universities)
.k12	US school site (not all US schools use this)
.ac	Academic institution (outside of US)
.sch	School site (some schools outside of the US use this)
.com	Company (usually .co in the UK)
.org	Any organization
.gov	Government agency
.net	Network
.mil	Military institution

New extensions to look for are .biz, .name, .pro, and .info. All are used for commercial purposes.

Extensions can also include country codes, such as .uk, .ca, .za, etc. For a complete list refer to the Computer User High-Tech Dictionary:

<http://www.computeruser.com/resources/dictionary/noframes/nf.domains.html>

Some extensions may provide more reliable information than others, but there are no guarantees. Ones that may be more reliable are .edu, .gov, .k12. Ones to watch out for are .com, .org, .net. These domains can be purchased by anybody. This is not to say that sites with these extensions can never be trusted, but it is good to know whether you are on a commercial or special interest-type site if you are trying to access academic-type information.

3. Are you on a personal page?

You may or may not recognize the domain name or extension of a URL. Keep reading past the first forward slash / for more clues. If you are on a personal page the information you are reading may or may not be trustworthy.

A personal page is a web site created by an individual. The web site may contain useful information, links to important resources and helpful facts, but sometimes these pages offer highly biased opinions.

The presence of a name in the URL such as jdoe and a tilde ~ or % or the word users or people or members frequently means you are on a personal web site.

Even if a site has the extension, .edu, you still need to keep a look out for personal pages. Case in point is this web site Zack found that was previously available and published by Professor Butz at Northwestern University**:

<http://pubweb.northwestern.edu/~abutz/di/intro.html>

Although this site contains a domain name we should be able to trust, northwestern.edu, the tilde ~ followed by someone's name, abutz, tells us that this is a personal posting and not an official Northwestern page.

***Today, Professor Butz's site, describing the Holocaust as an historic myth is no longer available at the original address. In fact, when you type in the address a screen from Northwestern appears that says the site is no longer available. The message is only accurate in part. The site is no longer available at the original address but it is available if you know how to research the history of a website with a special tool called the Wayback Machine. We'll cover this more in the next section.*

Information Literacy – Examining the Content

We often tell students not to judge a book by its cover. Often the same holds true for websites. Sites that look important may not be important at all. The trouble is, sometimes it is difficult to get students to look beyond the colors, pictures, cool flash animations and graphics to see what the content is actually saying. This is a critical step when validating information.

In examining the content of Web site information have students look for information that is correct, up-to date and right for their topic.

Unlike print material, it is sometimes difficult to know if you are reading fiction, non-fiction, editorials or advertisements on the Internet. Therefore, asking questions and thinking critically about the information on the screen is imperative.

Here is a list of guiding questions for students to consider when judging content:

1. Is the information on the website useful for your topic?
2. Are additional resources and links provided? Do the links work?
3. Is the site current? Do you know when it was last updated?
4. Do you think the information is accurate?
5. Does the information contradict information you have found elsewhere?

When presenting these questions to your students, provide them with a list of sites to evaluate and a copy of the guiding questions. We'll include some of our favorites at the end of the information literacy section.

Learning about the history of a website

Unlike books, where we only get to see finished, published copies, sites on the Internet are in constant development. An additional, important step in examining a website is to look at its history.

The Wayback Machine (<http://www.archive.org>) allows you to browse through 85 billion web pages archived from 1996 to a few months ago. To use this site type in the URL of a site or page of which you would like to research, and click the Take Me Back button. Once you have conducted your search, select from the archived dates available.

Let's begin by looking at the history of <http://www.martinlutherking.org>. At first glance, the website looks like it might be a good site for students to find information about Martin Luther King Jr. The URL contains his name, and if you search for Martin Luther King in Google, this site usually appears in the top five or six results, claiming it is a "valuable resource for students and teachers." As you read the material on the site, you will quickly find very negative and misleading information about Dr. King. It is published by a White Pride organization called Stormfront. In fact because it is a hate site, it will be blocked by many schools' Internet filters.

Have a look at the history of this site. Go to the Wayback Machine (<http://www.archive.org>) and type <http://www.martinlutherking.org> in the search box. The first archive of this site dates from April 21, 1999.

If you click on this archive you will see how the site used to look. While on this page, scroll to the bottom. Note that the heading Stormfront.org is front and center on the site.

Now check the date June 06, 2003. Note that the heading Stormfront has been removed from the home page. Currently, Stormfront is back up on the home page.

What is most interesting when researching the history of this site is that as the years progressed, this site has become geared more and more toward students.

Now, do you remember that holocaust site mentioned in the last section?:
<http://pubweb.northwestern.edu/~abutz/di/intro.html>

Type this address into your web browser, and you will find that Northwestern University has pulled all of their personal websites, including this one. Have no fear. Type the same address into the Wayback Machine, and it will be there waiting for you.

Information Literacy – Ask About the Author/Publisher

You just looked at the website <http://www.martinlutherking.org> and saw that it is authored by the white supremacist group, Stormfront. No surprise, it's right there at the bottom of the page. It hasn't always been there, however, and on many other websites, ownership information is not provided either.

For our example, let's imagine that the ownership information for this site is not displayed. How can we find out who has made the website?

If you are ever unsure about the information on a web page and want to know who owns the site or has published the material, try easyWhois (<http://www.easywhois.com>).

When you get to the easyWhois website, you only want to enter the domain name. If you have a long website (http://www.martinlutherking.org/articles/king_trivia.html) truncate or shorten the URL down to only the domain name, [martinlutherking.org](http://www.martinlutherking.org). Click next.

easyWhois tells you the dates this site was created, specific contact names and addresses at which the organization is based. You also learn the name of the server, STORMFRONT.ORG. (Look to Registrant information.) The Martin Luther King site is published by a White Supremist organization called Stormfront. Notice the .org. This suggests that Stormfront.org may be a web address on its own. (There are links to the Stormfront web site on the Martin Luther King site.)

Now, knowing that this site is authored by Stormfront under the registrant's name, Don Black, I can visit a search engine and query both the organization and the individual. A quick glance at the search results would tell anyone that this is a site from which we do not want our students reading and researching information.

Researching web site owner information may not be something you do all the time, but it may be revealing if you are at all concerned about the quality of information on a site and want to know more about it.

If you wish to teach this skill to students, you will definitely want to choose an example more appropriate for your age group. We'll include some of our favorites at the end of the information literacy section.

Information Literacy – Look at the Links

Links are like digital threads that flow from websites and are placed on a site by the author to help the reader access related sources of information. These links enable you to navigate through related sources of information from within the same or another website with split second connections. Investigating forward links of websites is an important validating step because it can sometimes help students evaluate whether a site contains bias, false or quality information.

Forward Links

Forward links are the links that an author puts on his or her own website to other information on the Internet. The author has full control over the inclusion of forward links.

To check the URLs of forward links, move your cursor over a highlighted portion or graphic. The arrow turns into a hand and a URL appears in the status bar at the lower left of your browser. That's a quick trick to help students scan links quickly.

When looking at forward links, have students use these guiding questions:

Question 1 - What are the URLs of the forward links?

The reason for checking the URL of a forward link is straightforward. It can help you judge the quality of the link and see if there are any patterns. Reading the domain name will tell you if there is any connection between the link and the page from which it originates. If the domain name on the link is the same as the domain name on the original site, chances are likely the same person wrote them all.

Question 2 - Do the domain names change?

Chance of bias in information increases on an academic-type website if the same person writes all the reference material. Think of the equivalent in print material. If one author writes a book and all the reference material cited within, you probably wouldn't consider it to be quality research. The same is true for Web materials. It is important to look at the URLs of forward links to see who has written them. If the same domain name appears again and again in the forward links, there is a pattern and the information is subject to bias.

Also encourage students to look at what types of sites the forward links are taking them to. Are they academic, commercial or personal pages? (Read the extensions.)

Question 3 - Is the information biased?

You can often judge the quality of information by looking at the sites to which it connects. In other words, judge the quality of a website by the company it keeps. Many credible authors will offer links to sites dealing with the same topic. Some sites will include links that offer opposing viewpoints to their own, in order to ensure a balanced and unbiased approach. Have students look for balanced information. If a website has forward links that lead to questionable information or information you know is biased, the information you are reading may be biased as well.

External Links

A quick look at who has linked to a site might help you gain perspective about the quality of its information. A generated list of external links potentially gives you a range of thoughts or comments about any given website.

External links are not controlled by a website's author. They may be made by anyone in the world. Therefore, examining a web site's external links is an important step in validating Internet information. In validating, ask three questions:

Question 1 - Who is linked to the website?

Look to see what other groups or individuals have linked to the site. Are they universities, schools or commercial sites? Read the URLs, the titles and the descriptions of external links carefully. Look to see if there is a pattern in the types of sites linked.

Question 2 - What is the purpose of the link?

Why have groups or individuals chosen to link to this site? Web authors choose to link to other sites for specific purposes. Speculate on what those purposes might be.

Question 3 - What do other sites say about the information on the site?

Gain perspective about a web site by reading what another site tells you about it. Cross-reference information and look for hidden bias.

As an example, ask these questions while looking at the external links to the Pacific Northwest Tree Octopus website found at <http://www.zapatopi.net/treeoctopus>.

To find the external links, conduct this search in Alta Vista with the link: command.** Go to Alta Vista (<http://www.altavista.com>), type link: in the search box and then add the URL of the site you would like research. For example:

link: <http://www.zapatopi.net/treeoctopus>

Be sure to leave no space before or after the colon. Click the Find button. You will find an assortment of sites, including many school and teacher websites promoting information literacy.

Note: If you are researching a URL and produce 0 results, try truncating the URL you are researching down to the domain name. Truncating can also help if the URL you are researching is long. To truncate, delete one folder at a time, moving from right to left. Each time delete to the previous left slash /.

Once you receive a list of external links, scan through the sites that have chosen to link. Respond to three questions for external links and see if you can make any generalizations. What perspectives do you gain after looking at the external links?

***The link: command will work in Google as well, but with more limited results.*

Information Literacy – Websites to Validate

Throughout this section, you have been introduced to a variety of tools and techniques that can be used to help determine a websites' validity. Keep in mind that website authors can utilize tricky tactics to throw you and your students off, so practicing the web validation process is essential.

Below are a set of websites that can be used with students of varied ages. Use the REAL strategy to learn more about them.

All About Explorers:

<http://www.allaboutexplorers.com>

If you teach anything about exploration, this site is a must. It's smart, slick and cleverly done, plus has a host of great activities.

California's Velcro Crop under Challenge:

<http://home.inreach.com/kumbach/velcro.html>

Did you know about the *Velcro* shortage in California? Use this fun site to help students separate fact from fiction on the web.

Dihydrogen Monoxide:

<http://www.dhmo.org>

Who knew water could be so hazardous. A good site to use with middle school students. Have them click through the forward links on the site. Does the web site reference any other authors?

Dog Island Free Forever:

<http://www.thedogisland.com>

A puppy dog paradise. Great site for all ages.

Feline Reactions to Bearded Men:

<http://www.improbable.com/airchives/classical/cat/cat.html>

A fun site to use when teaching kids how to validate web resources. Science teachers take note! This site pokes fun at the scientific method.

Martin Luther King:

<http://www.martinlutherking.org>

This web site address calls for the abolition of Martin Luther King Day and promotes White Pride. Content is inappropriate for all ages.

Stormfront:

<http://www.stormfront.org>

The publishers of this site also host the Martin Luther King site. It may be blocked by an Internet filter.

The Pacific Northwest Tree Octopus:

<http://www.zapatopi.net/treeoctopus>

Does the Octopus really exist? A great site to use with all ages. Have students click through the links and read web addresses carefully.

Victorian Robots:

<http://www.bigredhair.com/robots/index.html>

A great site to use with all ages. It has even stumped historians. Have students truncate the web address down to <http://www.bigredhair.com>. This will give them some insight into the validity of this site.

Effective Search Practices

Effective Search Practices

As we learned earlier, search engines can lead students to a wide array of websites for any search query. The results returned often include a mixture of valid and invalid websites. Therefore, the ability to validate any website that is to be used for scholarly purposes is essential.

Equally as essential is teaching students to utilize search engines that are more reliable and better equipped in helping students retrieve accurate information.

In many cases, Google is the first website students turn to when performing an online search. This might not be a good idea. The websites that Google returns have no quality control standards. They have been ranked within Google using a complex algorithm that doesn't necessarily take the quality of the content in mind.

Knowing this, and knowing that students most often only look at the first five or ten results without questioning accuracy, it is important to fine-tune their search methods in three ways.

1. Develop a search plan.
2. Teach students to use advanced search techniques.
3. Teach students to use more advanced and more specialized search engines.

In the first part of this section, you will learn how to help students develop a search plan and utilize advanced search techniques. This plan and these techniques will help your students focus their search queries and find more specific and often more accurate web-based resources.

Then, you will be introduced to a few search engines that contain characteristics that will improve the quality of resources your students use when researching specific topics.

Finally, you will have the opportunity to put your skills into practice through a series of online searches.

Effective Search Practices – Developing a Search Plan

When guiding students through the process of researching information on the Internet, one of the best things they can learn to do is utilize a three-step research plan.

Step 1 - Define the research problem.

Have students think critically about the research problem and break it down. Questions to consider:

- Is it a relatively simple question?
- Is it a fact-finding mission?
- Is the research question complex with a series of questions or relationships I need to explore?

Step 2 - Know what sort of information you are trying to find.

Once students have a thorough understanding of what they need to find, they might want to consider the best source of information. Questions to consider:

- Am I looking for text, video or pictures?
- Do I need biographical information?
- Is the information I need historic or current in content?
- Should I be asking an expert in the field?

Step 3 - Select the right search tools.

Make key decisions about the best places to find information. Will the information most likely be found in...

- A subject-specific database?
- An historic primary document?
- A regular search engine?

The first few times your students navigate through this process, you will want them to discuss their plans with one another and eventually with you before the research process actually begins. Doing so, you will be able to help them find holes in their mapped out procedure and give suggestions and alternatives.

Before you know it, your students will be able to create very specific, well thought out research plans.

Effective Search Practices – Using Advanced Search Techniques

Let's take a look at a few ideas that will help us develop a step-by-step search process that makes use of advanced techniques.

Start with keywords

Selecting keywords is probably one of the most useful things students can do to get good search results. It is something of an art. A search engine cannot think. The art is trying to think like a search engine.

The more specific students are with their keywords when searching for information, the better their results will be. For example, if a student types in the keyword *French*, a search engine will not know if the search is for *French fries*, *French cuisine* or *French language*. Therefore, the results will include websites containing all three. This keyword search in Google will lead our student to over 468 million results.

The key to effective searching is knowing what keywords to use in a query.

Start thinking about keywords by asking three simple questions.

1. What keywords **MUST** be included in the search?
2. What keywords **MIGHT** be included in the search?
3. What keywords **SHOULD NOT** be included in the search?

Activity

Let's develop a chart with your class that will help them organize search terms for a particular topic. On the board, using a word processing program or using concept-mapping software, create a three-column chart. Label the columns **MUST**, **MIGHT**, and **SHOULD NOT**. Have students think of a topic then create a list of key words or key phrases for each column.

In the **MUST** column have students select keywords specific to their research problem. When teaching these concepts to younger students, many find it helpful to first phrase a research problem in the form of a question to ensure all keywords are included.

In the **MIGHT** column, students would include synonyms, related and variations of words listed in the **MUST** category. This is an excellent opportunity for students to think creatively about keywords. It is also an opportunity to think more like a search engine.

In the **SHOULD NOT** column, have students think of words that might be associated with their topic, but are not of interest. For example, they might be researching horses, but do not want any information about racehorses. Or, they might be researching Shakespeare but do not want any information about sonnets.

Creating query strings

With a plan in place, let's focus on creating specific query strings. These strings help

organize a search by adding plus (+) and minus (-) signs as well as quotation marks to connect phrases. These operators along with the Boolean Operators AND, OR, NOT help students “talk” to the search engines in their own languages.

The plus (+) sign

When you see a + sign, you usually think about adding things together to get a larger sum. The + sign in search engines works the opposite way. A + sign in between keywords will return a smaller amount of results.

When you put a + sign in between keywords you are asking a search engine to find results where both words appear in the search. An example might be: *birds +eagle*.

The minus (-) sign

When introducing the minus (-) sign to students, it’s helpful to point out that in math class, - usually means subtracting or taking away. In search engines it means do not include.

We just searched for *birds +eagle* to get a list of websites that contained both the words bird and eagle. Suppose you wanted to search for birds but didn’t want any information about eagles. Here is a prime example of when to use the minus (-) sign. Simply search using the query *birds -eagle*.

Using quotation marks

What happens if a search term is actually a phrase? What do you do? This is where quotation marks come in. Quotation marks allows a researcher to find an exact phrase within a website. For example, let’s say you wanted to find out about all birds except for eagles in North America. Your query would be *birds +“North America” -eagle*.

Boolean operators AND, OR, NOT

Booleans are used when searching with keywords. They include AND, OR, NOT and must be used in ALL CAPITAL LETTERS to work properly. A space should be provided on either side.

AND in a search means you are looking for sites that contain both words. It may help narrow a search and works the same as adding a + sign. For example, if researching information about aquariums in Florida, the Boolean search would be:

florida AND aquarium

Placing OR in between two keywords in a search means you are searching for both words at the same time. Your search will yield more results. OR works differently than AND. AND makes sure both words appear in your results. OR makes sure either word appears in your results.

florida OR aquarium

Have students use OR when they are not exactly sure how a keyword will appear in the information they are looking for. For example, if they are looking for particular

information about schools, consider the variations of keywords, such as *child OR student; teacher OR educator; school OR academy...*

If ever you are unsure how your information will be presented, cover all your options! Examples: *archeology OR archaeology; Ireland OR Eire; car OR automobile; train OR rail.*

NOT** placed before a keyword translates to do not include. It works similar to the minus (-) sign.

florida NOT aquarium

***There is discrepancy between which search engines will accept NOT. Google will not accept it; Alta Vista requires AND NOT. Since there is little consistency, we advise that students use the minus sign instead.*

Activity

Practice mixing these operators together to create targeted search queries. For example, if you assigned students to research comparisons between the Statue of Liberty and the Greek goddess Athena, their query might look like this:

"statue of liberty" +Athena +compare

In the results of this query, they will see several references to the Liberty Warehouse owned by the Athena Group. Therefore, they might choose to adjust their query a bit to look like this:

"statue of liberty" +Athena +compare -"Athena group"

At some point, students might end up with no results because they have been too specific. If that's the case, simply start removing keywords to gradually broaden the search.

Try some of the following searches using the operators described in this section.

1. I would like information about penguins in South Africa.
2. I would like to know about walking tours in San Francisco.
3. I want to know about Orlando, but I don't want any information about hotels.
4. I want to know about cars and trucks, but don't want to include Ford vehicles.

Suggested responses:

1. Penguins +"south africa"
2. "san Francisco" +"walking tours"
3. Orlando -hotels
4. Cars +trucks -ford

Effective Search Practices – Searching with Extensions

Earlier, we discussed the fact that all website URLs contain extensions, tiny bits of information that can provide clues about a website. For example, we mentioned that the extension .edu means that particular website belongs to a university while .gov tells you that the website is produced by a government agency.

Sometimes, a website that has two extensions, such as the website for the University of Oxford (<http://www.ox.ac.uk>). In this case, the extensions .ac and .uk tell us that the website belongs to a university in the United Kingdom.

Every country has its own country code. A list of these codes can be found at: http://goes.gsfc.nasa.gov/text/web_country_codes.html

As you and your students are conducting research, there are several ways that extensions can be used to obtain a concise set of focused results. Let's take a look at a few now.

The host: command**

Let's say you have your students researching lung cancer as part of a science unit. Many students will simply go to their search engine and type the phrase lung cancer into the search box. By doing this, there will be a wide variety of results, and many of these results may contain inaccurate information.

To help narrow down and find more accurate results, consider using the host: command within AltaVista and the .gov extension.

"lung cancer" + host:gov

What we have done here is narrow down our results to a list of government websites that discuss lung cancer.

It doesn't stop there! We can use an entire domain name with the host: command as well. Take the same example listed above, and narrow the results down to one particular government agency, the Centers for Disease Control and Prevention.

"lung cancer" + host:cdc.gov

If you want to focus your search within .k12 schools of a particular state, you can even do that with the host: command. For example, if you have students who are researching the history of Mardi Gras, you might have them find out what students in Louisiana have to say on the subject. Simply use the following search query:

"mardi gras history" + host:k12.la.us

Keep in mind that while a large number of schools in the United States use the .k12 extension, many do not.

Use the host: command to go global

If you wish to take your search global, you can do that by adding Country Codes to your search request. To find out what resources there are in South Africa on apartheid or what Japanese sites have resources on haiku poetry, simply add a keyword and a Country Code to a host: command search. The Country Code for South Africa is .za and the Code for Japan is .jp.

Again, every country has its own country code. A list of these codes can be found at: http://goes.gsfc.nasa.gov/text/web_country_codes.html

For the examples listed above, perform the following searches in AltaVista.

apartheid + host:za

haiku + host:jp

Imagine the possibilities this can have in your classroom. Instead of having students simply write a report on women's rights, have them prepare a project that compares the issue of women's rights in Afghanistan, Israel, Rwanda and Vietnam. Information for this project can be obtained by running four separate searches.

"women's rights" + host:af

"women's rights" + host:il

"women's rights" + host:rw

"women's rights" + host:vn

Of course, as students find websites to use for such a project, you will want them to use the validation process discussed earlier.

******These examples are true when using AltaVista. If Google is being used, you can accomplish the same task using the site: command.

Activity

Using the sheet on the next page, have students play a guessing game whereby they generate a "best guess" of a host: command search given the suggested topic. Invent a possible search request that uses common extensions and country codes. Use the URL listed earlier in this section to obtain the country codes. Assume that all of the searches will be done in Alta Vista.

Searching with the host: command

Directions: Invent a possible search request that uses common extensions and country codes. Visit http://goes.gsfc.nasa.gov/text/web_country_codes.html to obtain the country codes. Assume that all of the searches will be done in Alta Vista.

Example

Scenario: You are researching population statistics in the UK.

Search: host:gov.uk + population

1. Scenario: You are researching Japanese cuisine and want to go to the source.

Search: host: _____

2. Scenario: You are researching school sites in the UK that include the word poetry.

Search: host: _____

3. Scenario: You are researching cancer research in government sites.

Search: host: _____

4. Scenario: You are researching weather patterns in New Zealand.

Search: host: _____

5. Scenario: You are researching birth rates in Ethiopia.

Search: host: _____

6. Scenario: You are researching football scores in the UK.

Search: host: _____

Suggested Responses:

1. *host:jp + cuisine*
2. *host:sch.uk + poetry*
3. *host:gov + "cancer research"*
4. *host:nz + "weather patterns"*
5. *host:et + "birth rate" + .gov*
6. *host:uk + "football scores"*

Effective Search Practices – Recommended Search Engines

For many day-to-day searches, Google, Yahoo, or another favorite search engine of yours will probably get the job done. But if your goal is to obtain information for scholarly research, you may want to consider a few other options. Below is a list of a few of our favorites.

Ask.com – <http://www.ask.com>

- The results within this site have been ranked by topic experts.
- Along with a list of results, Ask.com provides researches with suggestions on ways to narrow and expand searches. These suggestions help students to focus their searches as well as build upon knowledge.
- For younger students, Ask.com offers a child friendly version. This version can be found at <http://www.askforkids.com>

Answers.com – <http://www.answers.com>

- All of the results within Answers.com are obtained from reference materials.
- As search queries are entered, a drop-down list helps students narrow their inquiries.
- At the bottom of each page, in an area labeled *Copyrights*, researchers can construct a list of citations for resources obtained from Answers.com. Next to each resource, click the "Cite" bubble. Select if you want your citation in APA, MLA or Chicago format. The resulting citation can be copied and pasted into a research document.

Noodletools – <http://www.noodletools.com>

- The NoodleTools search page is like a search engine for search engines. The site helps students design search strategies based around the analysis of a topic.
- Students are given suggested search sites to use based on the type of information they are looking for.
- The NoodleTools page also offers a citation maker that can be used by students of all ages.

NoodleQuest – <http://www.noodletools.com/noodlequest>

- NoodleQuest is very similar to NoodleTools. You will receive the same results, but the page is a bit more interactive.

Activity

Pick a topic of interest based around a unit of study in your classes. Search for that topic using the search engine techniques you have learned thus far in AltaVista and Google. Then, search for the same information using the search websites listed above.

- Compare the results from these three sites.
- From what sources do the pieces of information you gather from these sites pull?
- What do each of these sites provide that would enrich the research process?

Global Connectivity and Creativity

Global Connectivity and Creativity

Upon arriving home today, the first thing many of your students will do is check their instant messaging program to see how many of their friends are already connected and have sent them messages. After they reconnect with 6 – 250 of their closest friends they will move on to add content to their blog or *MySpace* site.

Then, some students will begin producing online shows from their laptops in the form of podcasts and videocasts. Others will be reviewing pictures from their day that were taken with their cell phones and zipping them to friends around the world. And of course, the majority will be listening to their music from downloads across the Internet.

Additionally, many of the boys and a few of the girls will be playing video games. The newest games connect your students to the Internet with potentially thousands of simultaneous players vying to apply the most clever strategies.

When we look at how students choose to use technology, we see that there is an overwhelming desire for the social tools of the Internet. It is only natural for students to want to connect with others. Unfortunately, the tools your students use when they are not in school are typically blocked as soon as they return. Many students literally have to unplug to come to school. An increasing number of students see school as increasingly disconnected from their high action, highly interactive social environment where they are in charge of all content development. But it's these tools and these types of interactions that can truly bring your class to life.

Leveraging the Connections

The key here is to find ways to co-opt all of the time that students spend in their connected world. We begin by taking what we find interesting (our curriculum) and intertwining it with what they find exciting (online collaboration and content development). We let our students take more ownership over their education by utilizing the tools they know best. We allow ourselves to be open and learn to become students again. Doing all of this can add more rigor, relevance, and expand the boundaries of learning for our students in many exciting ways.

In this section, we are going to look at a few of many online tools available today that will allow us to expand these boundaries. For each tool, you will be presented with an overview, directions on how to start utilizing the tool and activities that will give you the opportunity to put these tools into action.

It will take courageous educators who are willing to explore the strengths and weaknesses of these tools to assist in the development of this new vision for education. It will be up to these same educators to encourage meaningful implementation of the tools that our students are already utilizing outside of school. Doing so can bring a heightened sense of excitement into the classroom and will create learners prepared to be leaders in our global community.

Global Connectivity and Creativity - Blogging

"Never. I will never use a blog in my teaching."

My colleague, Chris Burnett, a writing/literature teacher in inner city Michigan for 12–14 year olds, was clear about her feelings for blogging as she walked out of her first "How to Blog" workshop in the summer of 2004 at my Building Learning Communities Conference in Boston. Chris was a veteran teacher of more than twenty years who was piling up the reasons not to use this popular web communications tool. At the time, she was not alone. Here are common concerns I've heard from other teachers:

- Blogs give too much freedom for students to express themselves.
- Teachers will never be able to control comments.
- Students and parents will have too much access to other students' published work.
- Students will feel too much pressure to improve as they see the work and comments of others.

Through experimentation and successful implementation, Chris has replaced these misgivings with sheer determination for publishing a blog that features student work for authentic review. It is an understatement to say she has changed her mind. She now gives her own workshops for teachers who are willing to learn more about the power of this medium.

Blogging represents one of many tools that pioneering teachers are using to empower students to take more responsibility of managing their own work and adding value to the world.

Unlike word processing, or using an interactive whiteboard, or having students present a Power Point presentation to classmates behind closed doors, blogging shifts the concept of the control of information. Perceptions of time, space and relationships are expanded. The audience moves from teacher and class to the world. Teachers are no longer the sole or even the primary arbitrator of student work. It is even possible that teachers do not have to work as hard to motivate traditionally failing students or to set much higher expectations for excelling students. Parents can now have access to the writing of an entire class compared to only what their own child brings home written in their hand. Because of her blog, Chris has had requests from Turkey and the Caribbean for writing partnerships.

While you can certainly begin blogging using a number of free blogging platforms, November Learning has developed a blogging platform that we feel offers educators a safe environment for blogging within an educational community. You can get more information by visiting <http://novemberlearning.com/Default.aspx?tabid=27>

If you are already using our service, a detailed manual can be obtained by visiting: http://www.novemberlearning.com/Portals/0/Educators_Guide_2.0.2.pdf

The following blogs are a great place to start learning about ways to use blogs in your school.

Chris Burnett – The Clem

<http://visitmyclass.com/blogs/burnett>

This blog demonstrates the beginning of Chris' journey into blogging within a literature classroom. It is often used to expand on discussions that take place in class. One of the most exciting outcomes of this blog happened when Chris Crowe who wrote the very powerful Mississippi Trial 1955, replied to the class blog.

Darren Kuropatwa – AP Calculus Blog

<http://apcalc06.blogspot.com/>

Darren uses his blog as a way to engage his high school AP Calculus students. Each day, Darren has a scribe of the day prepare a set of class notes that is posted to this blog. Readers from around the world use the work of Darren's students to help them with their own calculus explorations.

Denise Lewis – Tech Ideas for Teachers

<http://region7blogs.com/communities/dee>

In this blog, Denise, a Technology Staff Developer in New York, has created a place for educators to retrieve and write about new information, a writing space for students from middle school through college to post responses to readings and share writings, and a portal for teachers to communicate with students and parents. When you get to this blog, check out the post "Mexican Journey" from April 18, 2007.

Mrs. Trudeau's Online Classroom

<http://blog109.org/communities/atrudeau/>

Mrs. Trudeau has really gotten into blogging. Her blog is full of attachments and resources that are breathing life into her curriculum. Her work with blogging began with a dialogue between her students and businessmen in Chicago and China around the topic of globalization. Since then, there has been no looking back.

Your Blog – Tell Us What You've Done

<http://www.yourblog.com/talktous>

Well no, this isn't really a blog, but it's our way to encourage you to start blogging. Your stories and your examples are the ones we share as we meet with others around the world. Let us know about the successes you have experienced with your class through blogging.

Global Connectivity and Creativity – RSS

RSS (Rich Site Summary or Really Simple Syndication) is a simple yet amazing tool that has the ability to streamline the way you currently view many of the websites that you may visit on a daily basis. This is done by way of a special (XML) file that sits alongside of a webpage file on a website. The file strips the website of all of its bells and whistles and brings the user a basic chronological summary of updates to the website. Usually, these updates contain a headline, a brief description, a URL to the full story being summarized, a date, and the creator's name.

By now, you're probably thinking that this doesn't sound all that amazing. Well, let's put it another way. Think of the four or five most intelligent people you have ever had as a teacher. Now, pair them up with all of those people out there who you respect and read about on a daily basis. Combine those with people who have similar interests to you who you have not even discovered yet. Finally, mix in a variety of news sources that you rely on to get the news you are interested in hearing. Take all of this information; funnel it into one location (without constantly having to search it out), and you now begin to gain an understanding of what RSS has to offer.

Once you grasp the concept of RSS and begin making its use a part of your daily routine, you will feel like you have never learned so much in your life. You will quickly see that your RSS feeds have the potential to become an extremely valuable source of professional development.

Getting Started with RSS

Getting started with RSS is very easy. You only need two things: an aggregator and a feed. Once you have these two things, you're off to the races.

- An **aggregator** is a piece of software that takes in all of the ugly XML pages that you have subscribed to and puts them in a form that is easy to read, all in one location. Think of an aggregator in the same way that you think of an email program that brings all of the email that is sent to you into one place.

As with email programs, there are two main types of aggregators that you can choose from. Computer based aggregators run on a single computer, while web based aggregators are globally available on the web. There are many different aggregators to choose from, and all of them are slightly different. We are going to focus on the web-based aggregator, *Bloglines*. *Bloglines* can be used on any computer anywhere in the world.

- The **feed** is the information that you are subscribing to. Just as I compared the aggregator to an email program, I can also compare the feed to the email. Simply put, the feed is the XML file from a website that I subscribe to. It's the information that my aggregator is pulling in. It's the stuff I want to read. Unlike email though, NO SPAM.

Registering for a Bloglines Account

To set up an account in *Bloglines* (<http://www.bloglines.com>), begin by clicking on the **register** link on the top right corner of the page. You will be taken to a form that asks your email address, your preferred password, and a few other easy questions. Once complete, click on the register button and you will receive an email asking you to confirm your account. Upon confirmation, you will be taken to a page that allows you to select some new feeds from where you can start receiving content. You can choose to add some of these feeds now, or you can simply go to your aggregator's main page by clicking on **feeds** on the top, left corner of the page.

Searching for RSS Feeds

If a site has an RSS feed, it will tell you. Look around the site. Sometimes, RSS is represented by an orange badge that says RSS or XML. On other sites, you will simply see text that says, "Subscribe to this site by RSS." More universally, we are seeing a trend of sites moving toward this icon to represent sites powered with RSS.



You can find feeds pertaining to most interests that you might have. Additionally, all blogs and most major news sources also publish their content with RSS feeds. So if you have a particular news source or blog that you follow regularly, start there. One way to go is to search within a search engine for a term plus RSS (example: math +k12 +rss). Or you might consider beginning your search at *Technorati* (<http://www.technorati.com>) and *Feedster* (<http://www.feedster.com>). Technorati is a search engine that searches only blogs, while Feedster searches any site that publishes an RSS feed. Simply search for a topic that interests you, and start from there.

Adding Feeds

Once you are finished registering for *Bloglines* and are on your main *Bloglines* page, and once you have found your first feed that you wish to subscribe to, click on the add button on the top of the left column. You will see a space in the right column where you can paste in the URL of the website that contains your desired feed.

After you type the URL in and hit subscribe, you will possibly see a few different options to select. These options are the different "brands" of RSS (RSS, RSS2, Atom) that you can subscribe to. Using *Bloglines*, I have had success at using any brand of RSS, so simply select one. Then, you can take the time to organize your feeds by creating folders from the drop down menu.

When you are ready to subscribe press the subscribe button. If for some reason, the feed can't be read, go back a step and select a different brand of RSS feed and try again. Once successful, you should see a feed on the left hand side of your screen that has the name of the blog you just subscribed to as well as the number of feeds currently waiting for you, if any.

With your new aggregator in place, let's practice setting up a few feeds.

Using RSS to monitor blogs and news sources

This is probably one of the first things that you and your students might use an aggregator for. Use *Technorati* or *Feedster* to search for some blogs that concern issues that you or your students are interested in. You might consider subscribing to political blogs, professional blogs, social blogs, or blogs based around a hobby or topic of study. It really doesn't matter. It's your choice. Remember, you can add or delete feeds as much as you would like to.

Try adding some of the blogs listed in the last section, or search for new blogs in Technorati and Feedster. Add them to your aggregator.

Using RSS to monitor news searches from Google or Yahoo

If you are familiar with how to do a search on Google or Yahoo, you are ready to get RSS feeds of your news searches. Simply visit Google News (<http://news.google.com>) or Yahoo News (<http://news.yahoo.com>) and perform a news search. For example, go to one of the two search sites and do a search on a topic (example: blogging + literacy). Once I click search, I will see all of my results. "Great!" you say. Well, it gets better. These two sites are RSS enabled. This means that you can use the URL of the search results to subscribe to the news search as a feed. Now, anytime a new article is written that fits your search term, you will get it into your aggregator. Suddenly, you and your students are researching 24/7 without having to lift a finger. You can refine your results by refining your search terms just as you normally would in Google or Yahoo.

Try a news search for a current event and subscribe to the related feed.

Using RSS to subscribe and listen to podcasts

We'll talk more about podcasting later, but as with blogs, podcasts can also be subscribed to through RSS. We can subscribe to a podcast, and whenever Alan a new podcast is posted from a podcast author, you can get it in your aggregator. You can sometimes even listen to the podcast without ever visiting the site.

Try and subscribe to NASA's podcast: http://www.nasa.gov/rss/NASAEEdge_vodcast.rss

It doesn't stop here. Many other sites are RSS enabled and their resources can be brought into your aggregator. You can collect photo albums from *Flickr* (<http://www.flickr.com>), bookmarks from *Del.icio.us* (<http://del.icio.us>) and much more. This tool can quickly become a vital component of your teaching and learning toolbox.

Global Connectivity and Creativity – Podcasting

Podcasts are audio or video content that can be downloaded on a computer or fed to a mobile music player (mp3 player or iPod.) Podcasting allows anyone to create and self-publish a syndicated "radio or video show" and gives broadcast radio or television programs a new way to distribute content.

There are a couple of things that differentiate a "regular" audio file from a podcast. The first is that most podcasts are saved as MP3 files. An MP3 file is just another type of file. Nothing fancy. Just as you may already be familiar with pdf files, text files or Excel files, you can now add MP3 to that list.

The second thing that makes a podcast unique is that it is an audio file that others can subscribe to using RSS. As you just learned, RSS stands for Real Simple Syndication. For the true techie aficionados out there (and those who want to impress their colleagues) know this:

A podcast isn't a podcast unless it is being subscribed to via RSS.

If there is no RSS involved, a podcast is simply an audio file. A lot of people will refer to audio files as podcasts – but technically they are incorrect.

One last point... A podcast is posted somewhere on the Web and others can subscribe to it and download it either onto their computer or their MP3 player (like an iPod).

So – for a true podcast to happen...

- Your audio file is posted somewhere on the Web.
- The file is usually posted as an MP3 file.
- People are able to subscribe to your files via RSS.

It sounds confusing, but once you get the hang of recording and encoding, you will be well on your way to being a podcast superstar and competing with the rock band U2 on the iTunes Music Store!

Why has podcasting become so popular?

What can we say?

- Podcasts are easy to produce.
- You can create a podcast using free software.
- They are easy to distribute via the Internet.
- They are portable - you can listen to them when and where they want.
- If they are attached to a blog, your audience can give feedback.
- It helps educators tap into a technology many young people are already using.

So enough with reading - let's listen to a few podcasts made by educators and students. These samples have been pulled from individual podcast series.

Tim Tyson

<http://classroomfiles.com/DrTyson.mp3>

This podcast features Dr. Tyson as he gives students a welcoming pep talk for the new school year. Visit Mabry Middle School's Podcast Central at

<http://www.mabryonline.org/podcasts>.

Bob Sprankle

<http://bobsprankle.com/podcasts/0506/rm208vodcast.mov>

Mr. Sprankle's students created a video podcast on how their podcasting process works.

Visit Mr. Sprankle's website at <http://www.bobsprankle.com>

Eric Langhorst

<http://www.liberty.k12.mo.us/svjh/langhorststudycast6.mp3>

This episode demonstrates how Mr. Langhorst helps his students review for upcoming tests by recording study notes that students have full access to. Visit Mr. Langhorst's class page at <http://www.liberty.k12.mo.us/~elanghorst/>.

Finding Podcasts

The ability to create and post podcasts on the Web is still relatively new at the moment, but search engines dedicated to searching this medium are starting to pop up. Try searching for podcasts of interest on one of these search sites.

- *Podzinger* - <http://www.podzinger.com/>
- *Podscope* - <http://www.podscope.com/>
- *Blinkx* - <http://www.blinkx.com.com/>

iTunes

Another option is to search through *iTunes*. *iTunes* is free software that organizes music for an iPod or MP3 player. The software allows podcasters, including teachers and schools, a way to publish podcasts to an authentic audience. If you already own an iPod - you will already have this software installed on your machine. If not, you can download it from <http://www.apple.com/itunes/download/>.

Need help with downloading *iTunes*? I'm sure your students have already done this - many times!

Step 1 - Look for the Download button and select whether you will download to Mac or Windows.

Step 2 - Once you click the Download button click Run to install.

Step 3 - The installation process will guide you through a series of links to finish the process. Click *Next* through each window and *Finish* when complete.

Once installed, this icon should automatically appear on your desktop.

To find the *iTunes* icon, for Windows users click Start (lower left) click iTunes icon. For Mac users, look for the icon in your dock. Once you open to the icon, you will be taken to the Music Store.

Click *Podcasts* on the left menu.

Scroll down to the bottom of the page until you see a *Categories* list. Select *Education*.

Select *K-12* as a *Subcategory*.

You will see a long alphabetical list of podcasts. You can click on any one to listen to it. It may take a moment or two for it to start.

iTunes stores a list of the podcasts, but not the files themselves. The podcast is brought to you from the Web to *iTunes*, to your player. If you click on a title of any podcast, you will hear a sampling from the podcast. To hear the entire podcast click the Subscribe button. (You can always delete it later.)

Software for Creating Podcasts

Below are three options for recording podcasts depending on if you want to record from a PC, a Mac, or even from your cell phone. Each site offers instructions for installation and operation.

Audacity - <http://audacity.sourceforge.net>

Garageband - <http://www.apple.com/ilife/garageband/>

Gcast - <http://www.gcast.com>

November Learning does host its own podcast channel that you may be interested in. To find it, open the iTunes Music Store. In the search box, simply type in *November Learning*. We think you will enjoy what you find! Make sure you subscribe, and you will always receive the latest content.

Global Connectivity and Creativity – Skype

Of all of the newer tools out there, *Skype* (<http://www.skype.com>) is probably the one that you can easily make use of on a daily basis. In a nutshell, *Skype* is a phone service that allows users to make computer-to-computer phone calls to anyone in the world absolutely free, using your Internet connection. Imagine the possibilities. With this tool, you can collaborate and make global connections with family, classes, and professional peers using something we are all very familiar with – a phone call.

Really? What Do I Need to Get Started?

To use *Skype*, all you need for basic service is a microphone and a set of speakers, but those who are regular users of *Skype* will quickly encourage you to purchase a headset with a noise-canceling microphone attached. The reason for this is simple. The noise-canceling microphone will get rid of a lot of background noise, and the headset will prevent the person who you are talking to from having to listen to themselves through your speakers as they are trying to have a conversation with you. Beyond this, the only other thing you need is the *Skype* program that can be easily downloaded onto your Windows, Macintosh, or Linux computer.

Setting Up Your Skype Account

Once *Skype* is installed, launch it for the first time, and you will be prompted to setup your *Skype* account. You will fill in some basic information, and decide on your *Skype* name. This *Skype* name is similar to the type of name that you might use if you were deciding on an instant messaging alias, and it is the name other *Skype* users will utilize to get in touch with you. (We don't recommend that you use your full name.)

Finding Other Skype Users

To search for *Skype* users, click on the magnifying glass at the top of the *Skype* window. At this point, a new window will open allowing you to search for other *Skype* users by their *Skype* name, email address, city, state, country, etc. When you find the other *Skype* user you are looking for, click "add" to add that user to your *Skype* buddy list.

On the other end, your buddy will get a message asking them to approve you and add you to their *Skype* list. If they approve you, you're in.

Using Skype

Skype has a few features that you will want to explore.

- **Phone calls** - Click on a user in your *Skype* list and press the call button. (big green button). On the other end, your buddies *Skype* program will ring just like a regular phone. That user answers, (by clicking the green button) and you talk.
- **Video calls** - If you and your buddy both have web cams, you can add video capabilities to your *Skype* calls.

- **Instant Messaging** - Click on a buddy in your *Skype* list and press the chat button. Now, you can chat through instant messages as you would through any other instant messaging program.
- **Send Files** - Select a user in your buddy list and press the send file button. (Blue arrow.) *Skype* will prompt you to browse for the file you wish to send. Select the file and send. If your buddy on the other end approves the file, it will be directly sent. *An alternative to sending email attachments.*
- **Conference Calls** - You and up to nine of your contacts can collaborate on a call.

Advanced Uses of *Skype*

So far, all of the above uses of *Skype* are free. There are some additional options that can be used by paying a nominal fee.

- ***SkypeIn*** - *SkypeIn* allows you to register up to ten local phone numbers, based in many cities worldwide, that users from landlines or cell phones can call. Now, your friends can call you on *Skype* via their phones. For example, if you have several friends who live in London, purchase a local London number, and they can all call you for free. You must pay a subscription fee to purchase a *SkypeIn* number, and people trying to call you will pay regular local and/or long distance fees.
- ***SkypeOut*** - *SkypeOut* allows you to call friends on their landlines or cell phones from your *Skype* program. This service has a flat rate per minute fee.
- ***Skype Voicemail*** - This one speaks for itself.

Finding Other Classes to *Skype* With

If you are at a loss to find other classes to *Skype* with, consider visiting a classroom exchange site like ePALS. On ePALS, you can search for other classes to collaborate with. Once you have chosen a class and have set up a relationship with them, tell them about *Skype* and invite them to join.

Using *Skype* With Students

The following are just some of the ways that *Skype* can be used with students.

- Have foreign language students participate in *Skype* conversations with students from other countries.
- Allow students who are working on a collaborative project participate in a conference call from various locations.
- Use *Skype* to exchange documents with project partners.
- Have students present their work to an authentic audience, for example, presentations to other classrooms around the world or professionals in their community.
- Let parents listen in on their child's presentation.
- Try setting up interviews with an author whose book your class is reading. Send an invitation to the author inviting him to join *Skype* and talk to your class.
- Invite a guest speaker to talk to your class via *Skype*.

Global Connectivity and Creativity – Recording Skype Interviews

So, you've gotten into podcasting and you've downloaded *Skype* to make connections with others from around the world. Now, you ask how to bring these together. Actually, it's quite easy to record conversations and upload them to a class website, blog or podcast series. To see how November Learning has made use of this process, be sure to listen to a few of our podcasts from the previously mentioned November Learning Podcast Series.

Setting Up a Skype Interview

1. Make sure you have downloaded *Skype* (<http://www.skype.com>).
2. In preparing for your interview, decide how you are going to connect with the other party. You have two options.
 - Encourage the other party to install *Skype* on their computer. Then simply make a free call using *Skype* from your computer to them on their computer.
 - Use *SkypeOut* to call the other party on their mobile or landline phone. This option is not free, but it is not expensive either. If you live in the United States, you can purchase the *SkypeOut* plan for \$29.95 per year. This plan lets you make unlimited calls to anyone in the United States or Canada. If you are making calls outside the United States and Canada, you can do so for about 2 cents per minute.

***Note** For the best quality in your recording, we highly suggest the free Skype to Skype method and that all parties use noise canceling microphones and headphones to cancel out unwanted echoes. You can invest in a pair of microphone/headphones at most electronics shops starting around \$20.*

Recording and Editing the Interview

1. When you are ready to begin your *Skype* interview, call the other party. Don't limit yourself to only including one other person. *Skype* allows you to start a conference call with up to ten people (yourself included). To start a conference call, open *Skype* and click on the **Call** menu and choose **Start a Conference Call** on a Mac or click the **Conference** button on a PC. Select the individuals you want to include on your call.
2. Once you have all parties on the line, you can start recording your conversation using one of two programs. On the Mac, you can use *Audio Hijack* found at <http://www.rogueamoeba.com> (\$16 standard version and \$32 pro version) and on a PC, you can use *PowerGramo* found at <http://www.powergramo.com> (free standard version and \$24.95 pro version) or *Pamela* found at <http://www.pamela-systems.com> (free standard version and \$24.95 pro version). Both programs are easy to install and include a one button record feature. For more details and instructions on using this software, visit the websites for each program.
3. At the end of your call, stop the recording process. Save file as an mp3.
4. Now, you can open and edit your file within *Audacity* or *GarageBand*. Then, post your edited file on your blog or class website.

Global Connectivity and Creativity – Social Bookmarking

If you are using the same computer on a daily basis, chances are you have a list of favorites or bookmarks that you've saved and compiled within your browser over time. Your favorites or bookmarks are a quick list of websites that you visit on a regular basis – or great resources that you found at one point and might want to revisit. The problem is that if you switch computers throughout the day, your list of bookmarks doesn't come with you.

Enter *Del.icio.us* (<http://del.icio.us>). This social bookmarking tool allows you to keep a list of your bookmarks online which means you can access them from anywhere you have an Internet connection. It also allows others to access your bookmarks; unless it's a bookmark you want to keep private. So instead of adding bookmarks right onto your computer, you enter them into a *Del.icio.us* account. That way, no matter where you are in the world or whose computer you're on, you can still access all of your own resources. And others can use them too.

Registering for Your *Del.icio.us* Account

There are four steps to getting started.

- **Step 1** - Go to *Del.icio.us* and you will see an area to register on the right side of the screen. You will need to create a username, password and enter your e-mail address. Use your e-mail account to validate your registration. (No need to give your first or last name.) **TIP:** Your username will be viewed by others when sharing resources. Choose one that colleagues and students will remember.
- **Step 2** - Now, you will be taken to a page where you are given the option to install *Del.icio.us* browser buttons into your browser toolbar. It is recommended that you install these buttons, as doing so will make accessing your bookmarks and adding new ones a much easier task.
- **Step 3** - Once the buttons have been installed, you will be prompted to quit and restart your browser. After doing so, you will be taken to an installation confirmation page where you will click on the link view your saved pages now.
- **Step 4** - Now you'll have to check your email for a message from *Del.icio.us*. This message will contain a verification link that you will need to click on for final activation of your account. Clicking this link will bring you to a webpage confirming successful registration of your account. Now click on the link that says *your favorites*. Doing so, you will be taken to your *Del.icio.us* homepage where your bookmarks will be stored as you save them.

Bookmarking with *Del.icio.us*

When you find a site you wish to bookmark, take your mouse and highlight some key text on the Web page. This key text might be an important quote or passage, or it might be a description of some sort. (optional)

Now click the Tag button in your browser toolbar. A window from *Del.icio.us* will pop up. This window contains several boxes. You will see that the URL box and the description

fields are filled in. Feel free to change what is in the Description box, but don't change what is in the URL area, or your bookmark won't work. Also, you will see that the notes section contains the text you highlighted. You can add more to this box, such as your own ideas and/or other things about the site you want to remember. You'll also see a field called tags. A tag is a keyword that describes the site you are bookmarking. Enter as many tags as you would like separated by spaces. You can choose your own tags, and you can choose from suggested tags that will be provided.

Finally, click the save button, and your new bookmark will be saved into your *Del.icio.us* account.

***Del.icio.us* Features**

After you have saved a few bookmarks, login to your *Del.icio.us* account. (Login is in the upper right hand corner). You should be taken to your bookmarks page, and you should see the bookmarks you have already saved. This is the main administrative page.

1. Look in the top left corner. This first section contains several links you will want to use to navigate around your account.
 - **your favorites** - Clicking on this link will take you to your own set of saved links.
 - **your network** - Clicking on this link will allow you to add people to your network and keep track of their latest bookmarks. This is a great tool to use to keep track of what all of your students are bookmarking. Simply add their *Del.icio.us* account name in the provided box and add them to your network. Also, subscribing to a user will now allow you to save bookmarks for them. More on this later.
 - **subscriptions** - Instead of subscribing to a user, you can subscribe to a tag (keyword). Anytime a new bookmark is saved by anyone on *Del.icio.us* and uses your subscribed tag, you will get it here.
 - **links for you** - This area contains links that people on your network have saved for you.
 - **post** - You can use a form on this page to post a link to *Del.icio.us* instead of posting from the browser button that you installed. However if you are ever using someone else's computer who does not have this button, this may be the only way to bookmark a new link.
2. Moving on, we have a few more links here that you will want to be aware of in the top right corner. **Settings** allow you to configure *Del.icio.us* to your liking.

Still in the upper right section, you will find **logout**, which will log you out of the *Del.icio.us* service. Also, you'll find **help**. Help will take you to the online documentation for *Del.icio.us*. The online help may be brief and not entirely helpful, but it covers all of the functions of *Del.icio.us* and should answer most of the questions that arise when using the service. Finally, you will see **popular** and **recent**. These take you to a page listing what are currently the most popular and most recent links and tags within *Del.icio.us*.

3. Below all of those links, you will see a search box. The search box is... well, it's a search box.

Looking at Your Bookmarks

Look at the first bookmark that you saved. You will see the name of the link you bookmarked. If you click on this link, you will go straight to the site. Also, you will see the notes that we highlighted when we were saving the bookmark. Then, you see all of the tags that you have associated with this bookmark. Finally, you see that this bookmark was saved by many other people. Click on this link, and you can see who else bookmarked this page, what notes they have saved, and can explore their bookmarks. This is all part of social bookmarking! We can look at what others, who have similar interests as us, see as being important.

Note that once you start poking around in other people's bookmarks, there is a chance of running across sites that you might prefer to not see.

Private vs. Public Bookmarks

In general, anyone can access your bookmarks by visiting <http://del.icio.us/username>. Knowing that your bookmarks are available for the world to see, there may be times where you will want to save a bookmark for your private use only. While *Del.icio.us* makes a strong push toward the sharing of bookmarks, there is a way to make a particular bookmark private. Making a bookmark private is helpful if you want to save a site but not allow others to see it.

This feature must be turned on within the settings area.

Important Notice About Sharing Bookmarks

As mentioned in this section's introductory video, sharing bookmarks with the world sounds great, and doing so can really enhance the way that you and your students research. But it would be irresponsible to send you on your way without telling you about the downside of all of this. As you know, the Internet is full of people who spend their time using fabulous tools like this one inappropriately. It is important that you know that searching within *Del.icio.us*, just like searching on the web, can lead to inappropriate sites. The sites that have been bookmarked within *Del.icio.us* are only as good as those putting them in.

***Del.icio.us* at Work**

Let's take a minute to look at a few ways to use *Del.icio.us* within a class setting. I'm sure you will come up with some other ideas on your own.

- Set up a class *Del.icio.us* page. Make one account, and have all students save their bookmarks to the one class account. Teach them to tag so everything stays organized.

- Take this a step further. Have your students register for an account in *Del.icio.us*, and have them all give you their account names. You can go into your account, click on your network, and add each student's account as members of your network. Now as a teacher, you can click through all of the individual students within your network and check out what they are bookmarking. Have all of the students add your account to their network (along with other students if they wish), and they can keep track of what you're bookmarking.
- With your students in your network, you can utilize a really great feature. You can give sites to individual students that you feel would be useful to them. After adding students to your network, you will see a new addition to your posting window every time you post a new bookmark. By clicking on *for:studentusername*, you can give a link to one or several students. They will see the links that you left them in their account under links for you.
- You can also make use of a shared tag. Let's say that you have a group of three students at Cool Middle School who are working together on a project about air pollution. Each student has a *Del.icio.us* account, and each is working on his/her own to collect sites on air pollution and is posting these within their *Del.icio.us* account. Have the students agree on a tag that they can use to apply to all of the information they collect (coolschoolap for example). Every time these three students find a valid site, they should post it and tag it with the tag coolschoolap. Now, these three students can subscribe to the tag coolschoolap from within their inbox on *Del.icio.us*. Now, they will have access to what all three of them are finding. As a teacher, you might want to subscribe to and post to this as well, and keep track of their work.

Global Connectivity and Creativity – Wikis

Wikis are online tools that allow users to collaborate and build a body of knowledge. The granddaddy of them all is *Wikipedia* (<http://www.wikipedia.org>). This wiki is an online encyclopedia that is editable by anyone in the whole world. Yes – that’s right. Anyone that wants to edit or add a piece of information to a body of knowledge is free to do so.

When researching a topic, *Wikipedia* results are often near the top of a result’s list. Chances are likely they are clicking on a Wikipedia site and using it for research material in your classes.

Try this for yourself. Go to Google and do a keyword search for *Shakespeare*.

One of the first results should be a *Wikipedia* entry. Click on the result and you will find a substantial body of knowledge, links, pictures, etc. This is an example of what happens with wikis. Once a topic is created, people can add more and more content to the original posting.

Quality Control

If the concept of wikis is fairly new to you, you may be thinking, “Wait a minute, if anyone can contribute to a body of knowledge about Shakespeare, how do I know the information listed here is correct?”

You’re right to think that. Somebody with absolutely no expertise on a subject can write or edit an article on any subject.

Wikipedia has a huge host of administrators and experts that keep an eye on things. When an entry (edit or addition) is made to a wiki page – they will check the validity of the entry. But be forewarned that this site is “live” so validation will not necessarily be instantaneous.

Wikipedia has had its share of controversy surrounding its inaccuracies, and these inaccuracies do exist. That being said, students need to understand the positive and negative aspects of this tool. They need to be educated on how to use this tool effectively.

I’m sure that as a teacher, you ask students to use several resources during the research process. This practice should be especially true with *Wikipedia*. While *Wikipedia* is full of facts on a broad range of subjects, these facts must be validated and cross-referenced with other sources.

Getting Started

If you are interested in pursuing a wiki project with your students there are several ways to get started. You can choose to contribute to one that is up and running, such as *Wikipedia*, or create your own with wiki software.

Contributing to *Wikipedia*

Each year, Natalie's third grade class visits the historic Pitot House, an 18th century Creole colonial plantation located in New Orleans, Louisiana. Her class does a great deal to prepare for this trip. Weeks in advance, each of her students is assigned a character that at one time was affiliated with the home in some way. From there, the students do a good bit of research on the plantation as well as their individual characters. Finally, during the culminating visit to the plantation, the children present biographies of their characters (in full dress) at the plantation home for numerous visitors.

Natalie decided to take a look in *Wikipedia* to see if there was a listing for the Pitot House. There wasn't. Seeing this as a great opportunity for her students to further develop what they have already learned, as well as to actually write a piece of history, Natalie and her class developed their own *Wikipedia* article (http://en.wikipedia.org/wiki/Pitot_house).

A few days later the students were to find that a complete stranger had gotten onto their article and added a picture of the house in addition to a new link branching off to more information.

Just as Natalie discovered with the Pitot House – perhaps there is a topic that is relatively untapped in *Wikipedia* that your students might be able to write about. Editing and adding content in *Wikipedia* is simple. If you go to Natalie's page – in the top menu there is a tab that reads *edit this page*. Simply click the edit button, and start adding your content.

If upon searching, you find that an article does not yet exist for your topic, you will be asked if you would like to start a new article.

Parts of a *Wikipedia* Page

- **Log in** - It is not necessary to have a log in name to edit an article in *Wikipedia*, but it is necessary to have one if you intend to start a new article. Simply click on the sign up link, and you will be taken through the process.
- **Edit Page** - Clicking on this link will open up the entire wiki article in an editor. PLEASE NOTE: Any editing you do here will be immediately posted when you click save page. When you are in the editor, you will notice some special characters around certain words and phrases. This is the special wiki language. We'll talk more about that later.
- **Page History** - The page history keeps track of all of the previous versions of an article. It also tracks who made the changes, it allows you to compare versions of the article, and will also let you revert back to a previous version of the article in the case of wiki vandalism.
- **Table of Contents** - The table of contents is created automatically as the wiki article is developed based on the section headings within the article.
- **Edit Section** - Each section of an article has an edit link. Using this link opens up just the connected section within the editor - not the whole article.

Editing a Wikipedia Page

Adding text to a wiki is just as easy as typing into any word processing program. But, if you wish to add special elements like links, bold text, italicized text, sections, etc., you will need to know a little bit of the wiki mark-up language.

Activity

Go to *Wikipedia* and register for an account. This will give you the privilege of being able to start a new *Wikipedia* article.

Once you are a member, think about a special event or landmark that is in your community. It might be a monument, a festival, a tradition, or something like that. Once you think of one, search for it.

If the article does not exist, create one. Write about some of the history behind what you have chosen. Once the article is up, invite your students to take part in the development of the article. I promise - they will catch on very quickly.

It will give your students an amazing sense of accomplishment to watch their article grow as others around the world get involved.

Create Your Own Wiki

Of course, instead of using *Wikipedia*, another option is to get your own wiki software.

There are dozens of possible pieces of wiki software that you can try – too many to name here. The good news is that aside from a few minor differences, they all basically work the same way. There are two ways of getting wiki software. The first is to download and install it on your server – (for the ultra techie). And the second is to sign up for a service that is up and running – (for the teacher on the go!)

For the purposes of this lesson – we are going to concentrate on the latter and set up an account in *PBwiki* (<http://www.pbwiki.com>). A similar service is *Wikispaces* (<http://www.wikispaces.com>).

Activity

1. Go to PBwiki.
2. Enter a wiki name and your email address in the blanks provided and click "Create My Wiki."
3. Check your email. You will be asked to click a link verifying the creation of your wiki. Once you click, your wiki is made. You will be asked to create a password and agree to the Terms of Service.

4. Your wiki address will read *http://yourwikiname.pbwiki.com*
5. Your wiki is now complete. You may want to start with The Tour. Or if you want to start adding content immediately, click Edit Page. A text box editor will open and you can type in directly. Click Save. (Please note - adding content into a wiki is probably a little different than what you are used to.)

My Web Tool Logins

1. Website _____

Login _____ Password _____

2. Website _____

Login _____ Password _____

3. Website _____

Login _____ Password _____

4. Website _____

Login _____ Password _____

5. Website _____

Login _____ Password _____

6. Website _____

Login _____ Password _____

7. Website _____

Login _____ Password _____

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